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ABSTRACT

Bilingual education for Navajos is the central element in changing education from an alien function to one shared and controlled by the community. A number of community-controlled educational systems have become the driving force in Navajo bilingual education, and the past three years have produced not just higher quanitity, but considerably improved quality, according to Dr. Bernard Spolsky, director of the Navajo Reading Study at the University of New Mexico (UNM). Spolsky's paper "Advances in Navajo Bilingual Education, 1969-72" is featured in this curriculum bulletin, which seeks to enlarge the case for Navajo bilingual education and update the state of the art. Three conference reports are also included. The first, which covers a Navajo bilingual-bicultural materials conference held in Albuquerque in October, 1972, discusses curriculum ideas shared by persons involved with Navajo language teaching. The second report includes a student proposal requesting implementation of a Navajo bilingual education program at UNM along with a description of the faculty-student meeting that responded to the proposal. The third paper summarizes proceedings of a November, 1972, conference at UNM which examined questions relating to the training of Navajo bilingual teachers. Final portion of the document is a supplement to the 1970 "Analytical Bibliography of Navajo Reading Materials". It features 45 listings, most of which were published between 1970-72, and includes information on author, title, publisher, source, and educational level, along with a brief description of the publication's content. (DS)

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BILINGUAL EDUCATION FOR AMERICAN INDIANS

VOL.II

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NATIONAL INSTITUTE OF EDUCATION

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NAVAJO

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Bilingual Education for American Indians **is a Curriculum Bulletin of the Bureau of Indian Affairs. Bulletins on various subjects are published periodically. Correspondence concerning distribution and editorial content of this bulletin should be directed to** Mr. Thomas R. Hopkins, Chief, Division of Evaluation, Research, and Development, Bureau of Indian Affairs, 123 4th Street, S. W., Albuquerque, New Mexico 87103.

FOREWORD

In 1971 the Bureau of Indian Affairs published the first volume of Bilingual Education For American Indians. It was met with such enthusiasm by teachers and administrators that we have sought the opportunity to pursue that same course in more detail. In that first volume we tried to bring together the best thinking on bilingual education by scholars and schoolmen alike. We made a strong case for bilingual education for Indian students in those communities where native language dominance warranted it. We devoted three articles specifically to the question of Navajo bilingual education, since the Navajo people compose the largest American Indian population with a native language other than English in this country.

In this volume a two-fold attempt is made. The case for Navajo bilingual education is enlarged and the state of the art of Navajo bilingual education two years later is given. In a future third volume we hope to address the methods, programs and problems of other Indian and Alaskan communities in which two languages are taught.

The present volume is the produce of the Navajo Reading Study, the Title VII ESEA Bilingual program staffs and the Language Arts Branch of the Bureau of Indian Affairs.

Comments and suggestions from the readers of these publications will be honored in this office. We encourage them as contributions to the growth of a National movement toward bilingual education.

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ADVANCES IN NAVAJO BILINGUAL EDUCATION 1969-72

Edited by Bernard Spolsky

Prepared by

THE NAVAJO READING STUDY

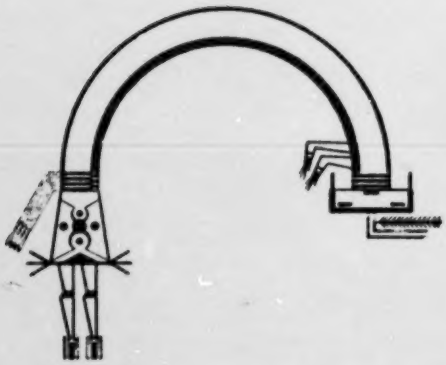
THE UNIVERSITY OF NEW MEXICO

for the

BUREAU OF INDIAN AFFAIRS

of the

UNITED STATES DEPARTMENT OF THE INTERIOR



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The Navajo Reading Study is supported by grants from the Ford Foundation and contracts with the United States Department of the Interior (Bureau of Indian Affairs, Navajo Area Office). This Bulletin originally appeared as Navajo Reading Study Progress Report No. 20.

December, 1972.

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Advances in Navajo Bilingual Education, 1969-72

Bernard Spolsky
The University of New Mexico

> The insistence on (a single language variety) for all students for all subjects is non-functional in many ways. It artificializes education...It threatens the viability of the student's primary community...It causes education to depend upon outsiders to the community--a veritable army of occupation and pacification on occasion--rather than permitting it to be a partially shared function across communities or a community controlled function.
>
> (Joshua A. Fishman, "Bilingual and bia-dialectal education: an attempt at a joint model for policy description", 1971.)

Professor Fishman might well have been writing about Navajo education when he pointed out that the result of an attempt at monlingual standard language education is an army of occupation. The figures are not precise, but the overall picture is clear. In the 1971-72 school year, there were over 50,000 Navajo children between the ages of 5 and 18 enrolled in BIA, Public, or other schools. Most of the pupils speak Navajo (98% of those entering BIA schools, close to 90% of those entering Public schools); very few of them know nuch English (12% of those entering BIA schools, less than half of those coming to Public schools). In the same year, these children had over 2,200 teachers, all of whom knew English, and probably fewer than 100 of whom knew Navajo.

The striking disparity between the language of the pupils and of the teachers is clearly basic to the failure of Navajo education. The chance that an English-speaking teacher, however well-trained and well-intentioned, can come to communicate effectively with a class of Navajo-speaking pupils is clearly slight. Even with an effective English as a second language program (and the 1970 evaluation of English as a second language programs in Navajo area schools made clear the failure of the programs), there will be serious retardation, waste of human resources, and continued alienation of education from the community all the time that the present single-variety policy continues. Bilingual education has become a pressing need for Navajo schools; without it, Navajo students are doomed to inferior education.

The development of Navajo bilingual education is a first answer then to a critical need for educational improvement. Without this first vital step, any other palliative, well-intentioned as it may be and equipped with the finest educational labels and credentials, will only continue to blind educators and parents alike to the need for basic changes in language education policy. Without it, there continues to be an institutionally raised barrier to the education of Navajo children; by refusing to recognize and utilize the children's own language, the schools are guilty of almost criminal negligence, causing intellectual waste and spiritual and personal disaster. Whatever model of bilingual education might be chosen, and whether or not education in Navajo is to continue throughout the school, a minimal step must be to assure that all Navajo children who come to school are taught for at least the first three years by teachers who know and respect their language and culture.

But bilingual education is more than just an answer to a language problem; it is a central element in changing education from an alien function to one shared or controlled by the community. While there is much use of English in many parts of life on the Navajo Reservation, school is the one institution that has insisted on 100% use of English; all other institutions have recognized and made provision for Navajo speakers. The recognition of the rightful and meaningful place of the Navajo language in the educational system will make school an integral and digestible part of the community, bridging the gap between school and community, and lessening the impression of 'army of occupation'. The institution of school could then be integrated into Navajo life just as the local chapter house and tribal council, themselves originally alien notions, have come to be Navajo. Teachers in Navajo schools, rather than being locked away in school compounds and unable to communicate with the parents of their pupils, will take their place as leaders in the processes of community development.

For Navajo bilingual education clearly means Navajo bilingual teachers. There will no doubt continue to be a place for good non-Navajo teachers, with appropriate sensitivity to their position as outsiders and representatives of a different culture, but the majority of the teachers who will be able to develop a sound bilingual program, with due recognition for the place of each language, will necessarily be Navajos.

The development of Navajo bilingual education then is more than just an educational matter: it is a central element in the people's control of one of their major institutions.

Recognizing this, one can understand why it is as much a political as an educational decision: it involves a major change in political control of the school system, and an economic change in the community itself, as the non-Navajo teachers are replaced by local community members. For this reason, it is easy to see why the major institutions will tend to oppose the development of bilingual education, finding no doubt all sorts of pseudo-scientific support for the need to have single-language education. The special importance in this respect of Fishman's recent work has been to show that single-variety education is by no means as common in space or time as American educators tended to believe.

In earlier papers (Spolsky and Holm 1971, Young 1972) an account has been given of various earlier uses of Navajo within the school setting. From these, the general fact emerged that such use of Navajo language was usually intended as a transition to English, and was always part of an externally imposed aspect of the education system. Various attempts at developing Navajo literacy or at using Navajo in school were closely associated with such policies as the stock reduction campaign or relocation. The failure of Navajo literacy to catch on, of Navajo bilingual education to develop, was inevitable, given the lack of community support and impetus.

Of course a good portion of the present move for bilingual education is similarly the result of outside initiative, from a small number of enlightened educational administrators. These people, some in the BIA and some in public schools, noticed the huge gap between pupils' needs and existing programs, and taking advantage of various Federal aid such as the support for bilingual education, moved to encourage some bilingual programs. Among the results of these initiatives are a number of important activities: the Navajo bilingual kindergartens and the related Saville Bilingual-Bicultural Curriculum, the San Juan bilingual audio-visual programs, the Sanostee-Toadlena teacher-training program, and the UNM-based Navajo Reading Study. There is a factor common to them all: valuable as they are, they all start as outside attempts to improve education for Navajos. And while in most cases they have led to increased Navajo control, they remain Anglo initiatives, unlikely to have had by themselves much more effect than other equally well-meaning efforts to solve Navajo educational problems.

There is however a second force that is, I believe, much more clearly related to the movement for Navajo independence. It represents not just bilingual education, but even more seriously, Navajo education. The language curriculum in these

cases is just one of the effects of Navajo control. The main examples of this second force are the four independent community-controlled schools (Rough Rock Demonstration School, Ramah Navajo High School, Rock Point Community School, and Borrego Pass School) and the Navajo Education Association (Dine BiOlta Association to use its bilingual title). These institutions and their leaders are fast becoming the driving force for bilingual education and for a new national Navajo education.

Some of the speed and nature of the developing movement for Navajo bilingual education can be seen by comparing the report of the meeting organized by the Navajo Reading Study in Kayenta in 1969 with the report of the Bilingual-Bicultural Materials Conference organized by the Sanostee-Toadlena project in Albuquerque in 1972. (For the former, see Navajo Reading Study Progress Report No. 6; for the latter, see the report included in the present colletion.) The changes are obvious, in numbers of participants (more than three times as many) and number of active groups represented (four at Kayenta, those four and another ten at Albuquerque). The progress is even clearer when one reads the reports, for while at Kayenta one had the first hesitant efforts of a number of teachers trying each for himself or herself to teach in Navajo, by 1972 there was clear professionalism, the results of well-understood experience. Things are still in an early state of development, but the development is under way, with clear lines for the future in evidence. The three years have produced not just higher quantity, but considerably improved quality.

The same is true if one looks at the Supplement to the Analytical Bibliography of Navajo Reading Materials. (The first edition of the Bibliography was published as Navajo Reading Study Progress Report No. 3; an enlarged and revised edition was published as Progress Report No. 7 and as a BIA Curriculum Bulletin No. 10, 1970; the supplement is included in the present collection). These 48 items represent not just an answer to the needs expressed at Kayenta for more reading materials, but a steady imporvement in quality and increase in the kinds of material and the levels for which they have been prepared. The two main producers have been the Curriculum Center at Rough Rock, which has moved from its earlier tendency to produce material in translation (usually from Navajo to English, but sometimes from English to Navajo) to the development of increasingly competent materials written and published in Navajo), and the Navajo Reading Study, which has at last geared up to production and has six books out and another eighteen in various stages of production. But there are materials from other groups too. All this has appeared very recently, so that the statements at the Kayenta meeting or in the Saville Curriculum about the critical shortage of reading material can now be modified slightly.

But that there is not time for complacency becomes clear if one considers the potential needs and the present rate of production. While there is now a good bit of material around, there is still not enough in Navajo to fill out a first grade's year of reading, let alone enough to provide for a bilingual curriculum for the first three years or more. It is evident that the training of Navajo teachers will need to be accompanied by the training of textbook writers.

There is reason for a certain amount of optimism, for there has been some serious attempts to meet the critical need for Navajo bilingual education. Teacher training has started. Under the sponsorship of DBA, there have now been three summer workshops for Navajo teachers and aides. At Rough Rock, with the cooperation and accreditation of the University of New Mexico, a good number of Navajo aides are on their way to becoming qualified teachers. At Sanostee and Toadlena with funds provided by the Bilingual Education Act and supervision provided by the University Without Walls, ten trainees are working in a model bilingual teacher training program. Under the impetus of some of its Navajo students, the University of New Mexico is planning to develop a Navajo bilingual teacher education program. These are first steps towards meeting the challenge quoted at the beginning of this paper. But there is a long way to go. Of great importance was the two-day conference on the training of Navajo bilingual teachers reported on elsewhere in this bulletin. From the discussions and papers presented there, it is clear that a set of plans is emerging that will make it possible to meet the urgent need for at least a tenfold increase in the number of Navajo teachers on the Reservation.

The Bilingual Education Conference planned by the DBA for October and now rescheduled for January 1973 will be an excellent opportunity for the Navajo people to consider the situation of their education system, to choose whether it should remain an alien institution, carried on only in a foreign language and staffed by 'an army of occupation', or whether it can become community controlled, functional, reinforcing the values of the community, and working towards the combination of Navajo and non-Navajo language and culture that are the pupils' right.

REPORT OF A NAVAJO BILINGUAL-BICULTURAL MATERIALS CONFERENCE, held in Albuquerque, New Mexico, October 1972

edited by Jim Kari

A Navajo bilingual-bicultural materials development conference, sponsored by the Navajo Area Office of the Bureau of Indian Affairs, Antioch College, and the Sanostee-Toadlena Title VII project was held in Albuquerque on October 24 and 25, 1972.

The purpose of the meeting was to gather together the persons involved with Navajo language teaching to let them share curriculum ideas. Representatives of six Title VII projects in Arizona, New Mexico, Utah and Colorado, of the Navajo Community College, and of the Navajo Reading Study at the University of New Mexico gave presentations. A total of sixty-four people attended the two day conference, including as observers persons involved with bilingual education at Mescalero and Acomita.

The first day of the conference was chaired by Mary Ross of the Navajo Area Office. Following introductions, she briefly discussed the development of bilingual education on the Reservation. Wally Davis, Project Director for the Sanostee-Toadlena Teacher Training Project, described the program of study for the ten Navajos who are training to become teachers in this project.

Dr. Robert Young of the Navajo Reading Study gave a talk on the development of written Navajo and described his collaboration with Dr. William Morgan, Sr. on their classic book, The Navaho Language. This paper is available as "Written Navajo: a brief History", Navajo Reading Study Progress Report No. 19, The University of New Mexico. Dr. Young concluded by saying that the climate has never been better for developing widespread literacy in Navajo and that interest in developing bilingual programs is a significant attempt to improve Navajo education.

Dr. Bernard Spolsky talked about research projects undertaken by the Navajo Reading Study. A teacher-reported estimate of the Navajo and English speaking ability of six-year-old Navajo children (when they started first grade) undertaken in 1969 and 1970 revealed that over two-thirds of these children

lacked sufficient English to understand their teacher in an English-only program. The percentage of Navajo language dominance ranged from about 90% in isolated parts of the Reservation in BIA boarding schools to 50% in urbanized, off-Reservation communities and in public schools (see Spolsky, "Navajo Language Maintenance: six-year-olds in 1969", Navajo Reading Study Progress Report No. 5: "Navajo Language Maintenance II: six-year-olds in 1970", No. 13; and "Navajo Language Maintenance III; Accessibility of School and Town as a Factor in Language Shift", No. 14).

The Navajo Reading Study has also completed a computer study of the speech of six-year-old Navajo children. Dr. Spolsky and Dr. Wayne Holm described how a team of 22 adult Navajo interviewers gathered 11,128 sentences of data from 200 children at ten different locations. A total of 52,008 words, which included 8,775 different words, were typed on a key punch machine in a special computer-adapted Navajo alphabet. The computer then produced several kinds of information: a complete concordance giving every word in the context of each sentence in which it occurs; a word frequency list showing the number of times a word was spoken and by which speakers; a reversed alphabetical word list to permit study of suffixes; spelling lists; grapheme and letter unit frequencies; and a concordance of English loan-words (see Progress Reports No's. 9, 10, 11, 12 and 16).

The Reading Study has now moved seriously into the preparation of Navajo reading materials. So far, thirteen beginning readers authored by Navajos have been or are about to be printed and ten longer readings from the out-of-print Young and Morgan Navajo Historical Selections are being prepared for re-publication (for a list of these readers write to the Navajo Reading Study).

In the first afternoon session, Mrs. Caryl McHarney, graphics artist for the Navajo Reading Study, explained the steps in preparing a Navajo reader for publication. A written story is first drafted into a dummy booklet with the collaboration of an artist, illustrations are planned, type is selected and pages are designed. Mrs. McHarney stressed the importance of planning in advance, keeping budget, printing methods, and the prospective audience in mind. She showed examples of the types of book format, including printing methods, paper size, the organization of drawings and text, type size, spacing and syllabification of words.

Marlene Benally now of Ramah Navajo High School and the author of "Mosiłgai" talked about writing a fantasy for Navajo children. She recalled the controversy about using the word "bus" instead of "chidíłtsooí" in her book; the argument was settled by reference to the Reading Study's word frequency list which showed that 18 six-year-olds said the word "bus" 23 times whereas "chidiltsooi" was said only once by two children.

Ed Worsley, Media specialist for Project SUN in Cortez, Colorado presented a filmstrip of Navajo numbers and discussed other films being developed by Project SUN and the making of Navajo filmstrips in general.

Mrs. Wendy Reyna, Journalism instructor at Ramah Navajo High School told about the "Foxfire" concept of magazine construction. She and three Ramah students attended a workshop in Georgia last summer where they learned about "Foxfire," a magazine published quarterly by Rabun Gap, Georgia high school students. Students learn journalism skills while documenting what remains of the Southern Appalachian culture. Since returning to RNHS, Mrs. Reyna has been organizing a magazine to be called "Tsá'aszi'" ("yucca") the first issue of which is to be published in November. Response to developing a magazine about the people of the Ramah community has been very positive, and students are learning a wide range of skills and investing a lot of their out-of-class time in the preparation of "Tsá'aszi'".

Marlene Benally reported that in her seventh and eighth grade Navajo language classes at Ramah she incorporates the teaching of initial Navajo literacy with the development of oral expression on topics such as the Navajo kinship system, foods, songs, crafts, animals, and jobs. Following discussion of these topics, students learn to write certain vocabulary items and then write language experience stories. This is augmented by writing exercises that she has developed to review the materials. Marlene is now having her students work on longer Navajo stories. In addition, she is teaching Navajo phonetics.

The next presentation was by Kent Tibbets, Media Specialist for the Indian Education Center of the San Juan School District in Blanding, Utah. The District has been developing a series of Navajo sound filmstrips, sound-slide programs and book-cassettes (translated from English books) and has prepared a film that describes the Navajo animated film project that is taking place there. Through a contract with a computer graphics firm, Navajo students participate in the construction of animated Navajo language

coyote tales. After making a set of characters and background scenery, the computer graphics process allows the film-makers to adjust the movements of the characters and scenery to their liking. The result is a polished, highly entertaining cartoon, all in Navajo, which will be a most popular addition to a bilingual curriculum (for information on renting or purchasing the coyote tales or the film describing the project contact Indian Education Center, Box 425, Blanding, Utah).

The final speaker at the first session was Dr. Wayne Holm, principal of Rock Point Community School, who explained the "coordinate" bilingual program now going on in eight classrooms at Rock Point. The program has a series of objectives: pre-reading stressing sound-to-letter correspondences, introductory reading emphasizing letter-to-sound correspondences, and later reading activities integrating the development of conceptual skills. Language experience work plays an increasingly important role throughout the curriculum so that, in later stages, students are encouraged to conceive, write and illustrate their own stories. Dr. Holm explained in detail the letter identification materials being used in the early stages of the reading program.

The second day of the conference was chaired by Mr. Wally Davis, Director of the Sanostee-Toadlena Title VII teacher Training Project. He introduced John Pinto of Churchrock in the Gallup-McKinley School District who presented a lively kindergarten lesson to the conference audience. Speaking in Navajo and English, he demonstrated how he uses charts to teach the visual discrimination of and native terminology for shapes, numbers, colors, and animals. Mr. Pinto also gave a lesson on the Navajo calendar, sang a song, taught the audience a song, and began a coyote story, just as he does in his class. Dr. William Morgan assisted Mr. Pinto by teaching the Navajo alphabet with a set of flash cards.

Dr. Roby Leighton, Title VII Director at Rough Rock Demonstration School introduced Mr. George Mitchell, director of Rough Rock's Curriculum Center who described the objectives of the bilingual program at Rough Rock Demonstration School. Mr. Mitchell feels that Navajo bilingual education is essential for supporting the Navajo child in his adjustment in two cultures. He introduced five other individuals involved with bilingual education at RRDS.

Lorena Begay talked in Navajo and English about the range of Navajo language materials being used at RRDS, describing

pre-readers, readers, coyote plays, consonant-vowel games and scrabble games that she and other RRDS staff and students have developed.

Ernest Dick spoke in Navajo about the language activities in his classes.

Jack Schwanke, who has worked as a curriculum consultant at RRDS, told how language experience and teacher written stories were conceived, written illustrated and printed. He emphasized the spontaneity of the language experience stories, and showed how stories grow through collaborative revisions.

Troy Castimore of the RRDS ESL staff outlined the progress that has been made in developing objectives for the ESL and Navajo programs at Rough Rock. In the past year 278 objectives have been developed for the ESL program. Currently, objectives are being developed for the Navajo language program. She mentioned that, unlike the ESL objectives developing objectives for the Navajo was a more difficult task because of the lack of precedents to follow. She said that by delineating language objectives, gaps in the overall curriculum were illuminated and priorities for developing further materials were established. Teacher's handbooks for teaching ESL and reading (in English) have been completed and a workbook of teaching Navajo-English language experience stories is being prepared. It is hoped that in the future more Navajo language materials and teacher's handbooks for teaching Navajo language lessons will be developed.

Laura Wallace talked about her work as a Navajo Language teacher at all levels of Rough Rock's Navajo language program. The Navajo history project has gathered stories and autobiographies from elders in the Rough Rock area and readers have been developed on aspects of Navajo culture. Navajo songs and language experience stories have been used with upper level students. The Navajo shoe game is being used as a drama activity. The most serious deficiency in the existing set of Navajo language materials is at the upper levels; older students learn to read and write Navajo but then have little material to read in Navajo.

Teddy Draper, language instructor at Navajo Community College spoke about the language program there. He stressed the importance of the Navajo language for the preservation of the culture in future generations, and he told how he strives to develop oral expression in Navajo by having his students tell Navajo stories and simulate chapter meeting speeches.

Jim Kari of the Navajo Reading Study gave a brief critique of the Muriel Saville bilingual kindergarten first grade curriculum that is being used in BIA schools. He praised the objectives and overall design of the curriculum. The Navajo reading portion of the curriculum receives adequate treatment through pre-reading activities but only one reader is included with the curriculum, and teachers are forced to rely solely on language experience stories. He suggested that a wide range of Navajo Reading materials be assembled and made available and that teacher's manuals for teaching reading and other language skills be developed. These manuals should include some principals of Navajo phonetics and grammar so that the Navajo reading program can go beyond being just a sketchly introduction. If all the materials presented at the conference could be made available to teachers, there could be a substantial Navajo language curriculum for elementary levels.

Dr. Roby Leighton commended the conference organizers for inviting such a representative group of people involved with Navajo language education. A spirit of cooperation is most essential for everyone concerned with advancing Navajo bilingual education, and it will be most beneficial if communication between all institutions and individuals can be maintained.

In summary, this bilingual materials conference brought out a number of new developments.

1) There has been a significant advance in Navajo bilingual education since, for example the Kayenta Conference of 1969 (for a summary of that meeting see Navajo Reading Study Progress Report No. 6.) when only two or three institutions had any experience in developing bilingual materials. At present there are many more teachers and many more schools from all parts of the Reservation experimenting with a Navajo language curriculum and there is a wealth of new, innovative materials.

2) There is a very positive esprit de corps developing amongst the Navajo bilingual teachers, and this should help to overcome the still very serious problem of the lack of communication between the different institutions involved with bilingual education. Interest was expressed in establishing a newsletter to share bilingual curriculum ideas such as is being done by the people who participated in last summer's DBA linguistic workshop.

3) After seeing the range of language materials being used, it is apparent that the existing bilingual curriculum is strongest at the kindergarten and first grade level. Shortages in appropriate materials are increasingly acute through the subsequent levels. Future curriculum workshops should concentrate on developing longer reading materials on topics that appeal to older children and on developing Navajo language components for all phases of the curriculum.

4) There is immediate need for large-scale teacher training programs to support Navajo bilingual education.

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REPORT OF A MEETING OF STUDENTS AND FACULTY AT THE UNIVERSITY OF NEW MEXICO TO DISCUSS NAVAJO BILINGUAL TEACHER EDUCATION

by Louise Benally and Jim Kari

In October, 1972, a group of Navajo students at the University of New Mexico sent the following statement, and signatures, to a number of faculty members and administrators:

Proposal for Navajo Bilingual Education Program

A number of Navajo students at the University of New Mexico would like to begin a Bilingual Program for Navajos.

Some of us who wished to have bilingual education as a major or minor were very dissatisfied that the new Composite Minor in Bilingual Education is strictly oriented towards Spanish.

The course-work for a Navajo Bilingual Education minor or major would include the Navajo courses here at UNM:

Navajo 101 and 102 - Beginning

Navajo 105 - A literacy course for Native speakers, which is of primary importance to bilingual education.

Navajo 203 - Advanced reading.

Navajo 401 - A course delving into the structure of the Navajo language.

Other courses that should be added are curriculum development for the Navajo bilingual classroom, teaching methods for the Navajo language class, advanced Navajo literacy and creative writing, Navajo history and possibly a Navajo speech course which could focus on problems of language modernization

We hope that interested faculty in the College of Education and the Department of Modern and Classical Languages will meet with us soon to discuss plans for a Major/Minor in Navajo Bilingual Education.

Signatures

Eddie Begay
Jo Ann S. Benallie
Lois Benally
Louise Benally
Beverly J. Coho
Larry Emerson
Rose Fasthorse
Benny Hale
Irma Jean Harrison
Fergus Johnson
Veronica Johnson
Ronald Kinsel
Judy Harvey Martin
Federick Martinez
R. E. Peshlakai
Gloria Platero
Alyce Kellywoood Rouwalk
Roseann Willink
John Wilson
Cora Woodman

In response to this statement, a meeting was held on November 9, 1972 to discuss issues relating to Navajo bilingual teacher training at the University of New Mexico. The meeting was chaired by Bernard Spolsky and was attended by Navajo students, faculty, administrators and other interested persons from UNM.

The Navajo students stressed the growing interest in bilingual education and the lack of relevant training programs for the Navajo bilingual teacher. The faculty and administrators present discussed the ways in which the university's offerings could be altered and expanded to meet this need.

The Navajo students raised the following points:

1. A recent survey has shown that over two-thirds of Navajo six-year-olds lack sufficient English to carry on English-only schooling and that this constitutes a strong case for introducing the Navajo language into the curriculum.

2. There are now a half-dozen Reservation schools attempting to use a Navajo language curriculum. These programs face critical shortages of Navajo language materials, and teacher training support for their bilingual teachers. Most of these schools are attempting to meet their material and training needs on their own. The various summer workshops set up for these purposes go on without large scale support from any of the Southwestern universities.

3. One student stated that for her, bilingual education was not a theoretical concept but a live, individual issue. She said that she was "cheated out of school" because she did not fully understand the language of insturction and that as a college student she was still

struggling to understand English and Anglo ways of learning. Having taught in a bilingual classroom, she feels that the important thing is that both English and Navajo be used simultaneously in the classroom to help students to learn concepts first in their own language. She hopes that as a teacher she can "teach them the right way" and that her time at UNM can be spent on learning to do this.

4. There is a growing interest among Navajo students at UNM in Navajo bilingual education but the present composite Minor in Bilingual Education offers course work in Spanish only. Both graduate and undergraduate degrees should be offered in Navajo bilingual education. Some of the course work suggested include advanced literary skills, Navajo curriculum materials development, teaching methods for the Navajo language, language modernization, and Navajo culture.

The faculty and administrators were overwhelmingly positive in their response to these issues. Their discussions ranged over a number of points.

1. The university should develop a flexible program that would include existing programs such as the A.A. degree now being offered at Rough Rock so that expanded support could both meet the immediate shortage of qualified personnel and carry on the long range advanced training of specialists in this field.

2. It was conceded that the course work for the existing Composite Minor was not aimed at Navajo bilingual teachers. The Department of Elementary Education is willing to expand the Minor to a bilingual major with a Navajo track. Steps must be taken to recruit qualified staff and develop course work specific to the Navajo field. UNM should support bilingual programs for other Southwestern languages as well but the development of a program for Navajo should be the first step.

3. In order to design a university program for Navajo bilingual educators, the competences necessary to be a good teacher in Navajo bilingual classroom must be delineated. Resource persons should be contacted for this.

4. The importance of offering on-reservation credit and internship experience was emphasized, and the A. A. degree recently established at R.R.D.S. through UNM needs to develop junior-senior and graduate work to complement the on-reservation A.A. Staffing for this

specialized course work will require the recruitment of experienced persons who often do not have the usual university credentials. To meet this end, qualified undergraduate and graduate students might team with faculty members to teach specialized courses in Navajo curriculum development or other areas. Faculty exchanges between Southwestern universities would also help to alleviate the shortage of specialists. It would be most valuable to establish an agreement with Navajo Community College to coordinate the content of the A.A. program and to develop course work beyond the A.A.

5. There was discussion on the availability of funds to implement a Navajo bilingual teacher training program. To this end there is need for an assessment of the future market for Navajo bilingual teachers and a basic proposal stating the purposes of such programs. Funds may be sought from a variety of sources, from private foundations, federal and state government.

6. In concluding, discussion centered on the meeting of November 28th and 29th to be attended by persons involved with Navajo education from the Navajo Tribe, the Navajo community schools, Navajo Community College Dine Biolta Association, school board members from districts with high Navajo enrollment, New Mexico State Department of Education, the Bureau of Indian Affairs, and elsewhere. The purpose of this meeting will be to document the demand for expanded teacher training for Navajo bilingual teachers, to refine the goals of such a project, and to develop a master plan to achieve those goals.

Report of a Two Day Meeting on Navajo Bilingual Teacher Education, Held at the University of New Mexico, November 28-29, 1972

Edited by Caryl McHarney and Jim Kari

A meeting to discuss the training of Navajo bilingual teachers was held at the University of New Mexico on November 28 and 29, 1972 and was attended by more than 80 persons including representatives of the Education Committee and the Division of Education of the Navajo Tribe, the four community controlled schools, the Albuquerque and Navajo area offices of the Bureau of Indian Affairs, the New Mexico State Department of Education, Dine Biolta' Association, Navajo Headstart, the Sanostee-Toadlena Teacher Training Project, Gallup-McKinley County Schools, College of Ganado, The University of New Mexico and others.

The first session, held on the afternoon of November 28th, was chaired by Louise Benally, a junior in Elementary Education at UNM and instructor of the second-year Navajo Language course. Following a welcoming speech by Associate Dean Richard Holemon of the College of Education and introductions, Ms. Benally asked the participants to address themselves to these questions:

1. How many Navajo bilingual teachers are needed now? Will be needed in the next ten years? What proportion of those teaching in schools with Navajo children should be Navajo?

2. What are the qualifications needed for Navajo bilingual teachers? What experiences and competencies should a Navajo bilingual teacher have?

3. What do you think is the best way of training a Navajo bilingual teacher? Who should do it?

The following notes summarize the discussion, but do not usually quote directly the speakers' words.

John Martin (Chairman, Education Committee, Navajo Tribe): It is not certain how many Navajo bilingual teachers are needed, but the need is great right now. One public school system has 60% Navajo enrollment and can't find any Navajo bilingual teachers. The Education Committee wants to concentrate on teacher education because the Tribe is leaning toward support of bilingual education. However, the Tribe is not yet in a policy making position. There are two ways in which to obtain Navajo bilingual teachers: train Anglo

teachers to become bilingual or take the Navajo speaker and make him a teacher. The second alternative is the most feasible.

Marlene Benally (Ramah Navajo High School): "They should be Navajo." Teachers should be Navajo speakers with training in how to teach in different areas. My job at Ramah is to teach Navajo reading and writing. Just being Navajo doesn't mean you know all about the Navajo language and culture, and this must be taught by the people on the Reservation.

Kathy Manuelito (Ramah Navajo High School): The foremost quality of a Navajo bilingual teacher is that he has had the bilingual experience. In addition, his professional training must take place on the Reservation.

Dillon Platero (Director, Rough Rock Demonstration School): The pioneer in on-Reservation training is the Multicultural Education Center at Rough Rock Demonstration School which is training students for A. A. degree credit through the University of New Mexico. Presently 25 teachers are being trained; sixteen of these are from the local community. In addition DBA is sponsoring language and culture summer workshops.

Harry Berendzen (BIA Indian Education Resources Center): The BIA considers this an important meeting. Ultimately the Navajos concerned about the education of their children will determine the curriculum. The University of New Mexico must respond to these training needs by going out to the Reservation.

Alice Neundorf (New Mexico State Department of Education): Present formal learning experiences do not prepare a person to teach in the Navajo bilingual classroom. It is very difficult to make explanations in both Navajo and English. Relevant training must be provided.

Dillon Platero: At present about 3% of the teachers on the Reservation are Navajo and from this group come the small number of Navajo administrators. Not all of the Navajo teachers speak Navajo or know about the culture. In addition, Navajo teachers are as mobile as any other teachers.

Kathy Manuelito: The best place for a Navajo teacher training program is not at a university run by experts but on the Reservation run by the Navajo people.

Lynn Huenemann (New Mexico State Department of Education): Now we are faced with a shortage of Navajo teachers and in the past the State Department of Education's emphasis has been in training Anglo teachers. The top priority now should be for the training of Navajo teachers because having Navajo teachers is so important to the child's identity. The question is, what skills do Navajo parents have that can be contributed to the classroom? Navajo bilingual teachers need not necessarily have university degrees.

Wayne Holm (Director, Rock Point Community School): Rock Point has had a bilingual program for five years. Because there are so few Navajos with degrees, and those with degrees are very mobile, we have been training aides with a stake in the community to become teachers. In our program the non-Navajo teachers are essentially foreign language teachers. The best approach is on-site training combined with summer training at a university.

Gary Witherspoon (Director, Borrego Pass Community School): The need for more bilingual teachers is obvious. Over a thousand could be used tomorrow. Their qualifications should be: speaking ability in both languages, training in teaching skills, and a good background in Navajo culture. Such a training program should take no more than two years. This is how we have begun to set up our own bilingual program: (1) We stole a teacher from Rough Rock. (2) We are training existing teachers to teach in the bilingual classrooms. (3) We are recruiting people from the community for on-the-job training in teaching skills.

Joe Sando (Institute for Cultural Pluralism, UNM): How many of the Indian people here have at one time or another been Pilgrims in a Thanksgiving play? The issue here is that much of what goes on in school has no meaning to Southwestern Indian students. History did not begin in 1492 or 1848. Bilingual teachers are needed to explain concepts from the Indian point of view.

Dillon Platero: At Rough Rock we have recognized the importance of on-site training. UNM is now granting A. A. degree credit to 25 of our teacher aides. We have been bringing specialists to the Reservation rather than sending our aides to the university campus. It should also be pointed out that on-site teacher training is an economic uplift to the community.

David Darling (Department of Elementary Education, UNM): UNM is also involved in teacher training in several Pueblos. The College of Education needs a lot more help in adding substance to these programs.

Wally Davis (Director, Sanostee-Toadlena Teacher Training Project): Bilingual teachers should be Navajo, and they should know how to read and write their language. The Sanostee-Toadlena Teacher Training program is operating through Antioch College and the Navajo Area Office. Ten trainees are gaining on-site experience. We have a rare person working with us, Dr. Willie Morgan. We would like the universities in the Southwest to give B.A. degrees on-site.

* * *

For the remainder of the first session, participants divided into seven working groups to focus on specific questions and to enable all persons to contribute their ideas. On the following day, recorders from each group presented reports on their discussions, which are given below:

* * *

The meeting on the 29th was chaired by Alice Neundorf, Director of Indian Education for the State of New Mexico. Ms. Neundorf began the session by welcoming the participants in Navajo and in English and stating that, "We are being discussed, our language is being discussed. And this makes this a most serious gathering." Before calling for the committee reports she introduced Benny Hale, a sophomore at UNM:

Benny Hale: In the discussion yesterday it was stated that on-site training was needed for teacher preparation, but we can't overlook the importance to Navajos of a university degree in specialized fields. Although we need to develop on-site training programs, there is still a need to carry on training at the university and to make university offerings more practical for the Navajo student. For example, UNM does not yet offer courses that teach concepts underlying Navajo bilingual education. The university does help to develop leadership abilities.

Committee Report on the projection of the need for Navajo teachers, presented by Robert Young (Navajo Reading Study UNM). Realistic projection of future need for bilingual Navajo teachers depends upon: (a) the type and scope of the bilingual education program, (b) the extent of Navajo language maintenance, and (c) the rate of population growth.

Rock Point Community School represents one type of ongoing bilingual education program. At Rock Point Navajo is used as the language of instruction through Grade 3, although English is learned as a subject during the same period. School subjects are discussed in both languages and, after Grade 3, social studies continues in Navajo. If a bilingual education

program of the type in use at Rock Point were instituted generally in the Reservation schools, with the first priority placed on a bilingual teaching staff to serve children in classes from kindergarten through the third grade, minimum present needs might be estimated as follows:

8285 children, kindergarten through third year, in BIA schools in 1970-71 school year (source: "Statistics concerning Indian education--Fiscal year 1971), published by the Bureau of Indian Affairs).

8500 Navajo children estimated in Grades 1 - 3, public schools.

The 1970 language maintenance survey conducted by the Navajo Reading Study showed that 86% of Navajo beginners in BIA schools, and 51% of beginners in public schools, lacked sufficient English to do first grade work. To meet the immediate needs of children in the first three years of school, who entered unable to speak English--about 12,000--an absolute minimum of 500 bilingual teachers are required. If Navajo is to be used as a language of instruction beyond grade 3, as it is at Rock Point, additional bilingual teaching staff would be necessary. Depending upon the scope of the bilingual program, a bilingual staff of 500 - 1200 would be necessary to meet present needs.

Navajo population increases at an annual rate of more than 4%. At the same time, there is evidence that the relative proportion of Navajo children who enter school as Navajo monolinguals, is decreasing. However, although the relative proportion of Navajo monolinguals among beginning students may decline, the actual number of Navajo monolinguals may well grow, with a 4% population increase.

There is a need for an assessment of need, determined scientifically, and on the basis of a clear statement of education policy that defines the scope and nature of bilingual education in the Navajo schools. In addition to bilingual staff, projected requirements, of a Navajo bilingual education program include continuing production and dissemination of reading materials, in Navajo, including periodical literature (e.g. a Navajo language newspaper).

Discussion of this report followed:

Buck Benham (Director, BIA Indian Education Resources Center): Prototypes for teaching training are presently being developed.

Dillon Platero: At one time the Tribe sponsored a five-year Navajo Emergency Education Program. Is it possible, with the

interest there is now, that there can be a similar ten-year program to train Navajo bilingual teachers?

Buck Benham: There is no question that this is the direction training should take. The Bureau has had the following priorities in recruiting teachers for the Navajo area: (1) Navajos (2) other Indians (3) committed non-Indians. We have sent recruiters to the area colleges seeking to employ Navajo graduates.

Larry Manuelito: Where were you when I was graduating? Maybe you need new recruiters.

Wayne Holm: We are starting with the assumption that a degree is more important than an ability to communicate with kids. If certification requirements could be changed, we would have access to a lot of good bilingual teachers tomorrow.

Dillon Platero: Rough Rock "College" is turning out teachers, not teacher aides.

Lynn Huenemann: We must be careful not to set up a false dichotomy. On-site training and university training need not be in opposition. There are things a university must provide, and there are new dimensions to be found in on-site training. At the same time, we must not consider the teacher and teacher aides to be in opposing roles.

Elizabeth Willink (Rock Point Community School): Why not have monolingual Navajos working in the primary grades? These would be the best people to teach Navajo learning concepts.

Bernard Spolsky (Navajo Reading Study, UNM): If there were an unlimited supply of Navajo teachers, what proportion of Navajo and non-Navajo teachers would a community want?

Larry Manuelito: We all know there is a need for a lot of Navajo teachers. The question we need to discuss now is how are we going to solve this problem? How can we implement a Navajo teacher training program?

Alice Neundorf: Why doesn't UNM have a major in Navajo bilingual education?

Garland Bills (Department of Modern and Classical Languages, UNM): At present we don't even have a minor. This is because we have no one available to teach the necessary courses. We are now looking for a person to coordinate the Navajo language program here.

Committee report on existing bilingual programs, presented by Harry Berendzen:

There are several things that are common to the projects that will be discussed : (1) All are on-site training programs. (2) The projects have their trainees enrolled in universities to gain a broader perspective as well as obtain courses not available on-site, and for the purpose of receiving college credits. (3) Projects have recruited community persons to insure stability. (4) The programs were initiated in the community and later negotiated with Southwestern universities for support. (5) For the most part training has been done to support project needs. (6) All have some special funding for the development of a bilingual program.

Rough Rock Demonstration School: This school has a Title VII, bilingual education grant from H.E.W., which includes a staff development program. In 1970, they established a Multi-Cultural Teacher Education Center, with the primary objective, the training of teachers for the Rough Rock, elementary and High Schools. The preferred categories of teacher trainees are, first, Navajo teachers residing in the community, second, Navajo teachers not residing in the community, and, third, non-Navajos. The philosophy is Navajo controlled, selecting teacher trainees who are promising candidates who first function as teacher aides. If they indicate potential as teachers, they are then encouraged to participate in the teacher training program. The curriculum offers courses in Navajo language and linguistics, Navajo culture and teaching methods and skills. Students are able to earn from 9-12 hours of credit per semester toward an A.A. Degree accredited by the University of New Mexico. The training center has two co-directors, a Navajo and a non-Navajo. Five local staff people who have had previous experience teaching conduct the training along with supplementary teachers from the University of New Mexico. One day a week is set aside for special training for each student. Special summer courses are also organized and staffed by this training unit. Twenty five students are presently enrolled in this program for credit. Future plans are described as: (a) the possibility of working toward a Bachelors Degree; (b) a formal working agreement with universities of the Southwest, including N.C.C. as its programs grow and expand; (c) increased course offerings in bilingualism and linguistics.

Rock Point Community School: This school is similar to Rough Rock, in that it is a community controlled school, committed to developing a bilingual program with a need for staff training and development. Training is given on-site, designed to develop Navajo bilingual teachers from Navajos who live in the community. The major objectives are to train teachers to read and write Navajo, that they may impart this knowledge and skill

to Navajo children. They are also to gain necessary skills to provide sound instruction. University cooperation for credit has been difficult. The present training curriculum, two courses in Navajo (I & II) and one course in Navajo history is accredited through the Navajo Community College. Other instruction given with no formal credit offered are in-service training in language methodology. There are also several two week institutes dealing with specific areas, i.e., Math, E.S.L., etc. Formal arrangements with N.C.C. have been made to grant the A.A. Degree. Informal arrangements have been made with the University of New Mexico and Northern Arizona, through which staff members may work toward a B.S. during summer months. This project is supported through regular and Title VII funds. Fifteen trainees are enrolled.

Sanostee-Toadlena Schools: These are B.I.A. schools operated by the Navajo Area Office with a commitment to bilingual education. A specific design is operational in classrooms of each school through the second grade. Through a Title VII grant from H.E.W., ten young Navajos selected by the community are receiving training on-site to receive a B.S. Degree in elementary education with a bilingual specialty. The University Without Walls-Antioch College is providing the training and degree earning capability. Again the philosophy is similar, to operate bilingual programs, teachers must first be trained. In the first year of this program the students have received general education courses, courses in Navajo reading and writing and early childhood education. In the second year students will continue course work with heavy emphasis on intern work in the bilingual classrooms and materials development. Classroom aides and teachers in the bilingual classes are also enrolled for credit earning possibilities. Total number 24. The program has a Navajo director, and a Navajo linguist as full time members of the staff. All teachers, either temporary or permanent, are recruited from local resource persons.

Ramah High School: Community based and committed to bilingual education, Ramah Navajo High School is faced with the same problem, not enough trained teachers to support a bilingual program. Teacher training on-site, while negotiating with the College of Ganado, for credit toward undergraduate degrees is in three phases. All training is being conducted by local personnel. (1) Teacher training for non-Navajo staff includes conversational Navajo. About 20 teachers are enrolled in a released time program throughout the school year. (2) Teacher training for Navajo staff members consists of Navajo reading and writing courses. Ten people are enrolled. (3) Several interns from the University of Massachusetts are presently receiving on-site training while actually involved in intern

work in the classroom. These interns will be replaced with Navajos. They will receive teacher training while working as intern teachers. All credit and degrees will eventually be awarded through the College of Ganado.

Southwestern Board of Cooperative Services: Operating a Title VII grant for three language groups and several schools within the public school district at Cortez, Colorado, the above named agency is also charged with the problem of training teachers to operate these programs. In the Navajo language there are two schools, one at Rico and the other at Egnar, operating bilingual programs. The total staff at both schools is six, with four Navajo aides. Capability at present has been limited to the use of oral Navajo as a medium of instruction, though the project would like to have the reading and writing capabilities. Training is all through in-service wor , scheduled once a month, and accreditation is through Adams State College, Alamosa, Colorado. Six to nine quarter credits can be earned in this way each year. Problems stated by the project director is the need to have Navajo instructors for the teacher training component. The director also stated that there is a need for bilingual programs in these schools and that each is strongly supported by the community it serves. Summer programs are not provided.

Gallup-McKinley School District: This district operates two Indian bilingual programs under a Title VII grant, one of which is Navajo. This grant was received at the beginning of the school year 1971. Initial plans for training Navajo teachers was to send three team leaders to Northern Arizona University for one semester of work, resulting in about 15-credit hours for each participant. Courses were given in bilingual education, E.S.L., Methods, and Navajo language. These team leaders direct the bilingual classrooms, acting as teachers and directors. Three Navajo aides also work in these classrooms. N.A.U. conducts in-service education once a month for all personnel working in the bilingual classrooms, without consequent college credit.

Borrego Pass: A community controlled, contract school as of August, 1972 hiring all new teachers at that time, five in number, with a commitment to provide bilingual education throughout the school, which starts at kindergarten and continues through the 4th grade. All the new teachers were Navajos and only one was prepared to teach in a bilingual situation. Local resource persons, the principal, and the one trained teacher provided demonstration lessons after school during released time while the new teachers observed. Initial reading and writing in Navajo, methods, and English as a Second Language were part of the content. College accreditation, or degree programs, etc., are not provided for this work, as there is no money. A Title VII grant was applied

for but not received in 1972. Other sources of funds, as well as Title VII, are being actively persued at this time.

San Juan School District: This school district, with offices at Monticello, Utah, operates Navajo bilingual programs in one secondary and five elementary schools. Their response to teacher training has been through a C.O.P. program operated by the district, with the cooperation of Brigham Young University and the State Department of Education in Utah. In 1969, the first year of the program, funds were provided for 35 trainees, today 50 Navajos are enrolled, working toward teaching careers and consequent college degrees. Students act as teaching interns, receiving a teacher's salary. Friday afternoon and Saturday throughout the year students receive college courses. During the summer they take college courses on campuses, while receiving a stipend to provide for their support. In an official rating of the program, student teachers in C.O.P. performed as well or better than teachers who had spent four years in college, on campus. The district is very enthusiastic about their program and report that they have tremendous cooperation from the various agencies, including the University and the State Department of Education.

A representative from the State Department of Education of New Mexico indicated that Public Schools serving Navajo children were not involved in any bilingual teacher training, nor was the State Department at this time supporting any type of training center for training Navajo bilingual teachers.

Some of the problems experienced by all the above projects are: (1) No formal bilingual teacher training program for Navajos exists in any university. (2) On-site programs tend to over load students, if course-carrying and teaching at the same time.

Report of Committee on training in language and linguistics presented by Sally Kruis (Rehoboth Mission School):

1. The most basic skill for the Navajo language teacher is literacy. Motivating teachers to learn to read and write Navajo is a problem. Teachers should see Navajo literacy as a useful prestigeful skill.

2. Production of materials is necessary to create and maintain a literate Navajo populace. Wholesale production of reading material in Navajo is more important than high quality at this moment. Everything produced in literacy classes at all levels should be circulated as reading material. It is important that the content be intelligent--that the structures and ideas parallel the children's oral competence. There is a particular need for more reading readiness material. There should be a clearing house distinct from any existing organization to distribute reading materials from all available sources.

1. The university should develop the capability of offering an M.A. in Elementary Education with emphasis on Navajo bilingual education, and should (a) actively recruit Navajo students for this program; (b) make it available to present teachers of Navajo children.

2. The university should develop the capabilities of offering advanced graduate work for specialists in various aspects of Navajo bilingual education, and should actively recruit students for these programs.

3. In any of these programs, provision should be made for a component of the student's experience to be in the field. All should include provision for study of the Navajo language.

Committee Report on Training needs in Navajo culture presented by Lorraine Bahe (Navajo Headstart):

1. Navajo bilingual teachers are recommended to fill teaching positions on the Diné Reservation: (a) their training should include on-site preparation by local community members leading to expertise in Navajo culture; (b) prospective Navajo teachers should be required to take two years of basic education courses at the university level. The next two years should be spent in the local community developing and implementing effective teaching methods and techniques for Navajo learners.

2. Non-Navajo teachers should be required to take two years of Navajo culture before teaching in Reservation schools.

3. It is strongly recommended that Navajo history be a required course of study in all high schools on the Reservation, i.e., BIA, mission, and public schools.

4. There should be a curriculum guide on Navajo culture developed by Navajo consultants.

Committee Report on training needs for non-Navajo teachers prepared by Caryl McHarney (Navajo Reading Study, UNM):

1. Non-Navajo teachers working on the Reservation should first and foremost be proficient in the Navajo language and have respect for and rapport with the Navajo people. They should have some form of on-site training, possibly summer experience at a Reservation teacher training facility, between their freshman and sophomore years and a year of professional internship.

2. Because more than half of Navajo students attend off-Reservation schools, bilingual education should extend to public school instruction. Also, Navajo language, culture and history are valuable resources that should be taught to non-Navajo students.

3. Methodology for teaching Navajo reading and writing and methodology for 2nd language teaching must be taught.

4. All areas of basic linguistics--phonetics, phonology, syntax, semantics should be taught to prospective bilingual teachers. Linguistics can make the often tedious task of becoming literate interesting and can add to the prestige of the language in the teachers' eyes. The teacher should know how to think abstractly about Navajo. In particular, articulatory phonetics, the structure of the Navajo verb, and basic concepts of phonology and syntax should be taught. Most promising are the introductory linguistics materials being developed by Ken Hale and Paul Platero. Their main point is that inquiry into the structure of Navajo can be a lively, inductive process that can begin even with pre-literate Navajo speakers.

Committee report on the qualifications for Navajo bilingual teachers presented by Miles Zintz (Department of Elementary Education, UNM):

Priorities for the selection of teachers should be: (1) Teacher aide interns (now employed in bilingual programs). (2) University students who speak Navajo fluently. (3) Community people who speak Navajo fluently. (4) Non-Navajos. and (5) Special teachers (resource people).

The question was asked, "Who should establish qualifications?" John Martin reported that the Tribe is evaluating education on the Reservation and discussing standards for all school on the Navajo. Mr. Martin emphasized that the Navajo tribe is not willing to have the BIA, the public school, or the universities set rigid course requirements for teacher certification.

Some questions raised by the group were: How much can UNM bend to allow credit for experience? Does the Tribe need to present to UNM a process of education, not a list of courses? What part of teacher-preparation can be accomplished, or should be accomplished, on the Reservation? On Campus? If UNM doesn't show itself to be at all flexible, can the Tribe enlist the help of other institutions? What about on campus upper-division course experiences? What is the role of the Navajo Community College in teacher education?

Recommendations for the development of graduate programs for Navajo bilingual Education, presented by Bernard Spolsky:

Graduate programs can fill two important needs: the provision of appropriate Navajo leadership for the developing bilingual programs, and a framework for further training of non-Navajo teachers.

Discussion followed these reports:

Dillon Platero: Navajos recognize the importance of knowing their language and feel handicapped if they do not know it well. They are coming to see that unless the language is used in the school, it may be lost.

Buck Benham: The University should go to the Reservation.

Dillon Platero: Does the BIA's suggestion come with a check?

Dean Richard Holemon (UNM): A few years ago there was discussion of a setting up of a consortium of universities to cooperate with the accreditation of teachers on the Reservation. But the initiative on this has to come from the Navajo people. At that time, the suggestion was dropped because Navajo Community College was apprehensive about the consortium.

Larry Casuse (President, Kiva Club, UNM): There are 520 Indians on this campus and over half of them are Navajos. The University is receiving money due to their presence and most of us are here because of Tribal and BIA scholarships. Yet there is still no viable program of study at this university for Indian students. We have identified the need for more Navajo teachers. Let's stop talking and do something. The money is there and it just needs juggling around. There are people here who are good at that.

Paul Platero (MIT): Last summer some of us at the Linguistic Workshop discussed a center for Navajo Language and Linguistics. This center would have input from all institutions but would be relatively autonomous. It would carry on training of Navajo bilingual teachers and develop and distribute materials. It could put out a Navajo weekly reader for classroom use, support Navajo language radio and television, and expand the Navajo language for modern usage.

Alice Neundorf: A Navajo language and bilingual teacher training center is a pet project of mine. We need to pool our resources for this. Ms. Neundorf distributed the following report and asked for comments:

MEETING on November 27 in the Title IV office on a proposed Bilingual Materials and Training Center in western New Mexico. Possibly Gallup District or Central District. People at the meeting: Mr. Jose Torres, Bilingual Education Specialist; Lynn Huenemann, Indian Education Specialist in Bilingual and Cultural Education Unit; Alice Neundorf, Director of Indian Education Unit and Verner Duus, Assistant Director of Indian Education Unit.

With increasing demand for bilingual teachers and bilingual materials in public schools and non-public schools in the seven (7) school districts in the Navajo Area, it is imperative that the State Department of Education provide for and support a training center with development and dissemination of bilingual materials to existing bilingual programs and to implement others. In doing so, it was decided that a compilation of funds from several federal sources would be necessary. Suggested sources of funds (tentative): Title III, Johnson-O'Malley, Title IV, Title VI. Sources of funds other than those listed will have to be explored.

It is our intention to provide for a staff of Navajo linguists, bilingual educators, Navajo paraprofessionals in bilingual education, and teachers of Navajo children to have the freedom to fully explore an effective bilingual education for Navajo children. It is also our intention to have the Navajo community involved in every aspect of the center, especially in defining the needs and reaching possible solutions.

All agencies involved in bilingual education to date, and others in the future will have the complete freedom to utilize the Center to enhance their programs and to share in all aspects of the Center so that other programs will benefit from their experience.

It is our intention to make the Center a place that belongs to all bilingual educators and that the Center will not be controlled by one or more agencies. The importance of having one center where all Navajo bilingual educators can share their success and support one another in future material development is far more important than giving one agency the credit for all. The Center will provide for education of Navajo children kindergarten - 12, college students and graduate students. It is our hope that more and more Navajo students will receive linguistic training to utilize the Center to study the Navajo language. A large portion of the Center's time will be devoted to the training of Navajo teachers and aides to utilize existing bilingual materials in the classroom and to create their own materials as they see fit.

(This paper is a summary of ideas regarding a possible Navajo Bilingual Center. It is hoped that this sketch can be useful as a starting point for further discussion and concrete planning in a united effort to meet the need for Navajo bilingual teacher

Buck Benham: The center is an excellent idea. I suggest you consider Title IV monies which are for bold and innovative programs.

Dillon Platero: I'd like to see the initials "D.B.A." on the center. There has been interest in such a center among the people at Rough Rock for a long time. It should be Reservation based.

Larry Manuelito: Certainly a center for Navajo bilingual education is needed. But this center should reflect the interests of the local communities and should not be overly centralized. I'd hate to see it become political.

Wayne Holm: There are three possibilities for sponsoring such a center, The Tribal Education Committee, N.C.C., or D.B.A. At present D.B.A. is probably the most logical choice. Such a center could be most helpful, but, I agree with Larry that overcentralization should be avoided. It shouldn't compete with on-going teacher training and materials production.

John Pinto (Bilingual teacher, Gallup-McKinley County Schools; Gallup-McKinley County Commissioner): In Gallup-McKinley our bilingual project is now one year old. We have been developing our own materials and gathering all the Navajo language materials we can find. It is important to use our language in school, and I have seen how the little children respond to it. As for the center idea, I think it is a good one. We need to combine all our resources. Materials need to be exchanged. And, as for myself, I could use more training, especially in writing the Navajo language. We might consider Title IV or VII funding for this center.

Chuck Ross (Sanostee-Toadlena Teacher Training Program): We support the creation of a bilingual education center. We would be glad for the opportunity to exchange materials. Having the center on-Reservation would lend added prestige to on-Reservation teacher training.

Gary Witherspoon: Eventually there should be five such centers. But right now we have a lot of support and no money. Hard money must be sought from a number of sources. State and Johnson O'Malley funds should be contributed from New Mexico, Arizona and Utah. The Tribe and the BIA should contribute. Each school district that has Navajo children should contribute 1/10 of 1% of its budget. Private foundation and Federal grants should be secured.

Joyce Roy (College of Ganado): We would support several such centers. Regional centers would be ideal.

Dan Vicenti (Ramah Navajo High School): This State's responsibility for bilingual education in Indian languages should be emphasized. I think this group should pass a resolution in support of the bilingual education bill that is to be introduced in the 1973 legislature. Indian bilingual education in New Mexico deserves as much support as does Spanish.

Lynn Huenemann: I'd like to summarize the State Department of Education's position on a number of issues raised here. SDE would enthusiastically support a composite minor in Navajo bilingual education at UNM. We are also anxious to see more flexible certification for bilingual teachers. At present SDE only has Federal monies to allocate for a center for Navajo bilingual education. We can tentatively say Title III and IV, Johnson O'Malley, and Emergency School Act monies might be available. SDE has recently allocated $1500 to provide bilingual materials for Indian students and is working on a materials bibliography. But much more support is needed. For example, at present the State supports three model Spanish bilingual teacher training sites, but nothing in an Indian language. Also, the State has access to printing services.

Larry Manuelito: One step is for us to pass a resolution in support of the New Mexico Bilingual Education Act. I want to present the following resolution to this group:

R E S O L U T I O N

In support of the creation of a Division of Bilingual Education in the Department of Public Education, State of New Mexico.

WHEREAS, many children in the State of New Mexico lack knowledge and experience in the English language and Anglo culture at the time they enter school, and

WHEREAS, the educational needs of such children would be most effectively and efficiently met by utilizing the linguistic and cultural tools they bring with them, through the institution of a bilingual education program, and

WHEREAS, a proposed Senate Bill was drafted by Senator Junio Lopez, in 1972, for introduction into the 31st Legislature, 1st Session, 1973, to establish a Division of Bilingual Education in the State Department of Public Instruction, and

WHEREAS, Senator Junio Lopez was not reelected to office in the November 1972 election;

NOW THEREFORE BE IT RESOLVED, that the undersigned educators and native American students, meeting at the University of New Mexico on November 17-18, 1972, to consider means for the promotion of bilingual education in schools serving New Mexico Indian children do hereby urge that the proposed bill drafted by Senator Lopez be submitted to appropriate legislative committees for study and that, in a final version, it be introduced in the State Legislature and enacted into law, creating a Division of Bilingual Education in the State Department of Public Instruction and providing for the funding thereof.

The resolution was passed unanimously.

* * *

Bernard Spolsky: In behalf of the Department of Elementary Education I want to thank you for attending and contributing to such a worthwhile discussion. From the university's point of view, we now know more clearly what we need to do. I'd especially want to thank Louise and Alice for their admirable performances in chairing this meeting.

* * *

A group of about 20 persons, including a dozen or so UNM Navajo students, met in the afternoon to continue the discussion. The students wish to set up some kind of Navajo bilingual program at UNM and they questioned Marlene Benally and Irene Silentman who graduated from UNM last year and are now involved in education on the Reservation. It was agreed that the UNM students should write their own proposal (including provision for practical training to be done on the Reservation) and not expect other people to do it for them. The UNM Navajo students intend to prepare a proposal for a Navajo bilingual program at UNM that incorporates practical experience on the Reservation and more relevant course work at the university.

In addition, Paul Platero and Jim Kari drafted and read the following statement to be presented as a resolution at the January 17-18 Navajo Bilingual Education conference:

There is significant interest in Navajo bilingual education in all parts of the Reservation, and there is immediate need for a higher level of cooperation and coordination amongst all people and institutions involved.

We propose that a center for Navajo bilingual education be set up to (1) coordinate the development and distribution of Navajo language materials; (2) carry on relevant training for the Navajo bilingual teacher both at basic and specialist levels; (3) act as a base for securing funds for Navajo bilingual education programs; (4) coordinate evaluation efforts for Navajo bilingual education; (5) coordinate Southwestern university involvement in Navajo bilingual education.

Such a center would be a clearing house that would supplement rather than replace or compete with existing projects.

We prpose that this conference establish a committee composed of the various groups concerned with Navajo education to solicit community support, develop a prposal, and secure funds for a center for Navajo bilingual education.

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SUPPLEMENT TO THE ANALYTICAL BIBLIOGRAPHY OF NAVAJO READING MATERIALS

Prepared by Rose Fasthorse
and Louise Benally

The items that appear are numbered to follow from those in the original bibliography which appeared as Navajo Reading Study Progress Report No. 7 and as BIA Curriculum Bulletin No. 10, 1970. For explanation of the form of the entries, see page 30 of the original Bibliography.

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Navajo Reading Materials No. 142

Author: Jack H. Schwanke

Title: Five One-Act Plays (for Navajo high school students)

Prepared: Navajo Curriculum Center

Publisher: Navajo Curriculum Center

Available: Navajo Curriculum Center, Rough Rock Demonstration School Chinle, Arizona

Date: 1972 Edition: Price:

Format: 11 x 8½, 26 pp. Language: English

Description: Five plays are included: "The Separation," "The World is ours," "Black Mesa Chorale," "The Senseless Takers," and "Hippie Scene." For junior high or high school students.

Navajo Reading Materials No. 143

Author: Eleanor Begay, Illus., Cheryl Towne (age 8).

Title: Bruce doo biɁ Hóóts'íid da

Prepared: Title VII Workshop

Publisher: Navajo Curriculum Center

Available: Navajo Curriculum Center, Rough Rock Demonstration School Chinle, Arizona

Date: 1971 Edition: Price:

Format: 11 x 8½, 11 pp. Language: Navajo with English trans.

Description: A story of a boy who misses his dog when he goes to school. Intermediate reading.

Navajo Reading Materials No. 144

Author: Eleanor Begay.

Title: Hand Chart Book to accompany Bruce doo BiɁ Hóóts'íid da

Prepared: Title VII Workshop

Publisher: Navajo Curriculum Center

Available: Navajo Curriculum Center, Rough Rock Curriculum Center, Chinle, Arizona

Date: 1971 Edition: Price:

Format: 11 x 8½, 33 pp. Language: Navajo

Description: Vocabulary charts illustrated by children in the author's class. Intermediate reading.

Navajo Reading Materials No. 145

Author: Johnson Dennison, Illus., by author.
Title: Telii Yazhi
Prepared: Title VII Bilingual Project
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School Chinle, Arizona
Date: 1971 Edition: Price:
Format: 11 x 8½ 10 pp. Language: Navajo
Description: About a small donkey who gets lost from his mother and finds many interesting things. Beginning level.

Navajo Reading Materials No. 146

Author: Laura Wallace & Dottie Hobsen, Illus., Jack Schwanke
Title: Gai Bichei
Prepared: Title VII Bilingual Project Workshop
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School Chinle, Arizona
Date: 1971 Edition: Price:
Format: 15 pp. Language: Navajo
Description: Gai is a little Navajo boy who takes odd things to school. He takes his "chei" to school. Intermediate Navajo Reading.

Navajo Reading Materials No. 147

Author: George Mitchell and Jack H. Schwanke
Title: Three Coyote Plays
Prepared: Navajo Curriculum Center
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School Chinle, Arizona
Date: 1972 Edition: 2nd Price:
Format: 11½ x 8-3/4, 18 pp. Language: English
Description: Three short plays based on coyote tales. Includes introduction on the use of pantomine in a Navajo school by Elenita Schweitzer. For elementary school children.

Navajo Reading Materials No. 148

Author: Babette B. Holliday and Warren Perkins; Special Translations, Frank Harvey; Illus., Andy Tsihnahjinnie.

Title: Káá'tsin

Prepared: Navajo Curriculum Center

Publisher: Navajo Curriculum Center

Available: Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona

Date: Edition: Price:

Format: 11½ x 8 3/4, 27 pp. Language: Navajo

Description: This book is about dinosaurs. It is meant to be read by primary age children but would be of interest to all age groups literate in Navajo. Intermediate.

Navajo Reading Materials No. 149

Author: Lynda A. Dick and Lorene Begay

Title: Na'niłkaadii Biléęchąą'í Hazlíí'

Prepared: Navajo Curriculum Center

Publisher: Navajo Curriculum Center

Available: Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona

Date: 1971 Edition: Price:

Format: 11 x 8½, 20 pp. Language: Navajo

Description: A story of a herder's new dog causing havoc with the flock. Intermediate reading.

Navajo Reading Materials No. 150

Author: Galena Dick, illus., Andy Tsinajinnie

Title: Ats'íís

Prepared: Navajo Curriculum Center

Publisher: Navajo Curriculum Center

Available: Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona

Date: 1972 Edition: Price:

Format: 8½ x 11, 21 pp.

Language: Navajo

Description: Introduces words for body parts with drawings. For initial reading classes

Navajo Reading Materials No. 151

Author: Albert Long
Title: Gah
Prepared: Navajo Curriculum Center
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona
Date: 1971 Edition: Price:
Format: 11 x 8½, 17 pp. Language: Navajo/English trans. in glossary
Description: A language experience story about rabbits. For beginning reading.

Navajo Reading Materials No. 152

Author: Lorene Begay
Title: Naalʼdlooshii Baa Hane'
Prepared: Navajo Curriculum Center
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona
Date: 1972 Edition: Preliminary Price:
Format: 8½ x 11, 35 pp. Language: Navajo
Description: These are one page descriptions of 19 different animals. Sentence structure is controlled throughout. Intermediate reading.

Navajo Reading Materials No. 153

Author: Marjorie Anderson, Illus., Johnson Dennison
Title: The Lamb and the Party
Prepared:
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona 86503.
Date: 1972 Edition: Preliminary Price:
Format: 8 x 13, 15 pp. Language: English/Navajo trans. in glossory
Description: A story about lamb who walks into an awee chʼideeldlo' party. For beginning English reading.

Navajo Reading Materials No. 154

Author: Cherie Shumway, Illus., by Lee Burbank (age 10).
Title: Hello, Tree.
Prepared: Title VII Workshop
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona
Date: 1971 Edition: Price:
Format: 8½ x 11, 19 pp. Language: English
Description: A girl talks with a tree and imagines what she could do with it. Beginning English reading.

Navajo Reading Materials No. 155

Author: Marileta Sawyer, Illus., by Jack Schwanke
Title: Mr. Goat's New Hogan
Prepared: Title VII Workshop
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona
Date: 1971 Edition: Price:
Format: 11 x 8½, 24 pp. Language: English
Description: Mr. Goat strikes a bargain with several parties to obtain mud for his hogan. Sentences are carefully structured. Intermediate reading.

Navajo Reading Materials No. 156

Author: Mary Troy Glendon, illus., Jack Schwanke
Title: The Curious Kid
Prepared: Title VII Workshop
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona
Date: 1971 Edition: Price:
Format: 11 x 8½, 16 pp. Language: English
Description: A story of mischievous goat who learns to eat what he is supposed to. Beginning English reading.

Navajo Reading Materials No. 157

Author: Mary Troy Glendon, Illus., Jack Schwanke.
Title: Hand Chart Book to accompany The Curious Kind
Prepared: Navajo Curriculum Center
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona
Date: 1971 Edition: Price:
Format: 11 x 8½, 22 pp. Language: English
Description: Illustrated charts reviewing vocabulary and structure of The Curious Kid.

Navajo Reading Materials No. 158

Author: Compiled, ed. and sung by Dollie L. Yazzie and Lynda A. Dick
Title: Navajo Music
Prepared: Dine Bi'olta' Association Workshop
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School Chinle, Arizona
Date: 1970 Edition: First Price:
Format: Language: Navajo
Description: Two records containing 37 Navajo songs.

Navajo Reading Materials No. 159

Author: Ed., Lynda Dick and developed by Dollie L. Yazzie
Title: Teachers Guide to accompany Navajo Music
Prepared: Dine Bi'olta' Association Workshop
Publisher: Navajo Curriculum Center
Available: Navajo Curriculum Center, Rough Rock Demonstration School Chinle, Arizona
Date: 1970 Edition: First Price:
Format: 11½ x 9, 51 pp. Language: Navajo & English
Description: Background information is given for each song and the Navajo lyrics are written with English translations. Also includes a classification of Navajo song types.

Navajo Reading Materials No. 160

Author:

Title: Navajo Linguistics Newsletter (to be renamed).

Prepared: Participants in 1972 DBA Navajo Linguistics Workshop.

Publisher:

Available:

Date: Monthly, beginning October, 1972 Price:

Format: Ditto Language: Navajo & English

Description: Schools on the Reservation are gathering news and curriculum ideas of interest to the Navajo bilingual teacher.

Navajo Reading Materials No. 161

Author: Ed., Wendy Reyna

Title: Tsá'aszi'

Prepared: Journalism classes at Ramah Navajo High School.

Publisher: Ramah Navajo High School

Available: Ramah Navajo High School, Ramah, New Mexico.

Date: Beginning November, 1972 Edition: 4 - annually Price: $6.00 year.

Format: Language: English (Navajo to be added eventually).

Description: A journal produced by the students of Ramah Navajo High School about the people and events of the Ramah area.

Navajo Reading Materials No. 162

Author: Edited by Wayne Holm

Title: Ółta' dóó Baahane'

Prepared: Rock Point Community School

Publisher: Rock Point Community School

Available: Rock Point Community School, Chinle, Arizona

Date: Edition: Price:

Format: Language: Navajo

Description: Contains news of the Rock Point community and school. Vol. 2, No. 1, November, 1972 is written in both regular Navajo orthography and without diacritics and would serve as an excellent exercise for advanced literacy classes.

Navajo Reading Materials No. 163

Author: Irvy W. Goosen, Illus., Dan Harshberger and Harry Walls
Title: Haa'ísha' Diné Bizaad Deiídíiltah
Prepared:
Publisher: Northern Arizona Supplementary Education Center
Available: Northern Arizona University, P. O. Box 5618, Flagstaff, Arizona
Date: 1968 Edition: Price:
Format: 5½ x 8½, 40 pp. Language: Navajo
Description: Exercises for initial writing. Pictures of nouns are followed by the written word and repetitions of letters in the word for copying practice. Longer example sentences are introduced. For the beginning literacy course.

Navajo Reading Materials No. 164

Author: From Navajo texts by Edward Sapir and Harry Hoijer. Retranscribed by Agnes and Wayne Holm. (1942, pp 91-93).
Title: Ashiihí Dine'é
Prepared: In Language in American Indian Education, Fall, 1971, pp. 88-89.

Publisher: University of Utah, William Slager, Editor.
Available: Languages Arts Branch, Division of Educational Planning and Development, P. O. Box 1788, Albuquerque, New Mexico.

Date: 1971 Edition: Price: free
Format: Language: Navajo-English
Description: A short interesting Sapir-Hoijer text, which would be of use in the intermediate or advanced Navajo language classroom.

Navajo Reading Materials No. 165

Author: William Morgan, Sr.
Title: Teaching the Navajo Language
Prepared: In Navajo Studies at Navajo Community College, ed., by R. Roessell., pp 83-109
Publisher: Navajo Community College Press
Available: Navajo Community College, Many Farms, via Chinle, Arizona.
Date: 1971 Edition: Price: $4.00
Format: Language: English-Navajo
Description: Morgan presents the Navajo alphabet and discusses the content of Navajo language courses taught at Navajo Community College. Includes a dialogue using Navajo medical terminology.

Navajo Reading Materials No. 166

Author:

Title: Navajo Curriculum Materials List

Prepared: San Juan School District

Publisher:

Available: Indian Education Center, Box 425, Blanding, Utah.

Date: Edition: Price:

Format: See description. Language: Navajo, Navajo/English

Description: San Juan has produced 32 multimedia Navajo language materials, including sound filmstrips of coyote tales and fairy tales, a film on Navajo numbers and animated films based on coyote tales, sound-slides of social studies concepts, bilingual book-cassettes (adapted from English books) and flash cards (2, 11x7) on the Navajo alphabet and size concepts. The bulk of these materials are for kindergarten through third grade, but some are for all levels of the bilingual curriculum.

Navajo Reading Materials No. 167

Author: Le Roy Condie, Illus. by author.

Title: All about how Dennis Todacheenie Came to School.

Prepared Navajo Social Studies Project, College of Education University of New Mexico.

Publisher: University of New Mexico Press.

Available:

Date: Edition: Price:

Format: 12 x 9, 44 pp. Language: English

Description: This is a story for beginning Navajo boys and girls, about a little six-year-old Navajo boy going to school for the first time.

Navajo Reading Materials No. 168

Author:

Title: Helpful Hints for New BIA Teachers.

Prepared: Navajo Area Office

Publisher: Bureau of Indian Affairs

Available: Navajo Area Office, Bureau of Indian Affairs, Window Rock, Arizona

Date: 1971 Edition: Price:

Format: 11 x 8½, 89 pp. Language: English

Description: A presentation to teachers new to the Navajo area on the Navajo child. Includes chapters on English as a Second Language, Navajo etiquette, and Navajo culture.

Navajo Reading Materials No. 169

Author: Geraldine Hall, Illus., Vera Louise Drysdale.
Title: Kee's Home/ Kii Baghan Haz'ą́ągi
Prepared:
Publisher: Northland Press
Available: Northland Press, Flagstaff, Arizona
Date: 1971 Edition: Price: $4.95
Format: Language: English/Navajo
Description: A story about a little Navajo boy named Kee. Beginning Navajo reader.

Navajo Reading Materials No. 170

Author: Wallace Cathey and Claude Aragon, Illus., Linda Bradley.
Title: Dan and his Pets (Book four)
Prepared:
Publisher: Dept. of Research & Publications, Independent School
Available: Independent School, Dist. No. 22, Shiprock, New Mexico
Date: 1968 Edition: Price:
Format: 7 x 8, 41 pp. Language: English
Description: Story of a young girl, Ann, who gets lost in the woods. Intermediate English reading.

Navajo Reading Materials No. 171

Author: Wallace Cathey and Claude Aragon, Illus., Linda Bradley.
Title: Dan and his Pets (Book five)
Prepared:
Publisher: Dept. of Research & Publications, Independent School
Available: Indenpendent School, Dist. No. 22, Shiprock, New Mexico
Date: 1969 Edition: Price:
Format: 7 x 8, 45 pp. Language: English
Description: Story of a young Navajo girl, Ann, whose lamb gets lost at the Shiprock Fair. Intermediate English reading.

Navajo Reading Materials No. 172

Author: Ken Hale
Title: Navajo Linguistics, Part I.
Prepared: Massachusetts Institute of Technology, Dept. of Linguistics
Publisher:
Available: Massachusetts Institute of Technology, Department of Linguistics, Cambridge, Massachusetts.
Date: 1970 Edition: Price:
Format: Mimeo, 116 pp. Language: English with Navajo examples
Description: An outstanding introduction to Navajo phonology and syntax written for Navajo speakers. Includes several Navajo language games. For the Navajo linguistics course.

Navajo Reading Materials No. 173

Author: Ken Hale:
Title: Navajo Linguistics, Part II.
Prepared: Massachusetts Institute of Technology, Dept. of Linguistics
Publisher:
Available: Massachusetts Institute of Technology, Department of Linguistics, Cambridge, Massachusetts.
Date: 1971 Edition: Price:
Format: Mimeo, 110 pp. Language: English with Navajo examples
Description: Includes a defense of Navajo bilingual education, introductions to comparative linguistics, psycholinguistics, and sociolinguistics, a discussion of Navajo phonetics and several phonetics games. For the Navajo linguistics course.

Navajo Reading Materials No. 174

Author: Paul Platero
Title: Diné Bizaad Bibeehazáanii
Prepared: Dine Bi'olta' Association Navajo Linguistics Workshop
Publisher:
Available: Massachusetts Institute of Technology, Department of Linguistics, Cambridge, Massachusetts.
Date: 1972 Edition: Price:
Format: Mimeo, 62 pp. Language: Navajo
Description: An introduction to Navajo syntax for Navajo speakers.

Navajo Reading Materials No. 175

Author: Ken Hale
Title: Some comments on the role of American Indian Linguistics in bilingual education. In P. Turner, ed., Bilingualism in the Southwest.
Prepared: Massachusetts Institute of Technology, Dept. of Linguistics
Publisher: University of Arizona Press
Available: University of Arizona Press, Tucson, Arizona
Date: (in press) Edition: Price:
Language: English with Navajo examples
Description: A presentation of several Navajo language games that would be useful at all levels of the bilingual curriculum.

Navajo Reading Materials No. 176

Author: Ken Hale
Title: Navajo Linguistics, part III
Prepared: Massachusetts Institute of Technology, Dept. of Linguistics
Publisher: above.
Available: Massachusetts Institute of Technology, Department of Linguistics, Cambridge, Massachusetts 03139.
Date: 1972, 1973 Edition: Price:
Format: Mimeo, 64 pp. Language: English with Navajo examples
Description: Hale discusses the role of the counter-example in linguistics. He analyzes problems in Navajo phonology, syntax, and semantics. For the advanced Navajo linguistics course.

Navajo Reading Materials No. 177

Author: Roger Higgins
Title: A Dialogue on the Navajo Classifier
Prepared: Massachusetts Institute of Technology, Dept. of Linguistics
Publisher: Above.
Available: Massachusetts Institute of Technology, Dept. of Linguistics, Cambridge, Massachusetts 03139.
Date: 1971 Edition: Price:
Format: Mimeo, 64 pp. Language: English with Navajo examples
Description: A Socratic dialogue that introduces concepts of phonological rules affecting the stem initial consonant. For the beginning Navajo linguistics course.

Navajo Reading Materials No. 178

Author: Ken Hale and Lorraine Honie

Title: An Introduction to the Sound System of Navajo, Part I: Articulatory Phonetics.

Prepared: Massachusetts Institute of Technology, Department of Linguistics.

Publisher:

Available: Massachusetts Institute of Technology, Department of Linguistics, Cambridge Massachusetts.

Date: 1972 Edition: Price:

Format: Mimeo, 175 pp. Language: English with Navajo examples

Description: A clearly written introduction to Navajo phonetics. A few phonological rules are introduced. Includes a chapter on the Fr. Berard orthography; exercises follow each chapter. Ideal for beginning Navajo linguistics course.

Navajo Reading Materials No. 179

Author: Lorraine Honie and Ken Hale

Title: Aƶ'ąą Dine'é Bizaad Aƶhąąh Naha'íƶígíí (Comparing Languages)

Prepared: Massachusetts Institute of Technology, Dept. of Linguistics.

Publisher:

Available: Massachusetts Institute of Technology, Department of Linguistics, Cambridge Massachusetts.

Date: 1972 Edition: Price:

Format: Mimeo, 13 pp. Language: Navajo with English translation

Description: An introduction to comparative linguistics using Navajo, Hope, San Carlos Apache and Sarcee examples. Ideal for secondary school and teacher training programs.

Navajo Reading Materials No. 180

Author: Lorraine Honie and Ken Hale

Title: Diné Bizaad Yá'áti' Bee Diits'a'ígíí: Aƶtsé Bíhoo'aahígíí (The Sounds of Navajo: Part One)

Prepared: Massachusetts Institute of Technology, Dept. of Linguistics

Publisher:

Available: Massachusetts Institute of Technology, Dept. of Linguistics Cambridge, Massachusetts.

Date: 1972 Edition: Price:

Format: Mimeo, 22 pp. Language: Navajo with English translation

Description: A description of the four positions of articulation. A phonetics game is outlined. For Navajo language in secondary school. For teacher training course.

Navajo Reading Materials No. 181

Author: Marlene Atcitty, Illus., Caryl McHarney
Title: Da'iidą́
Prepared: Navajo Reading Study
Publisher: Navajo Reading Study
Available: Navajo Reading Study, The University of New Mexico
1805 Roma, N. E., Albuquerque, New Mexico 87106
Date: April 1972 Edition: First Price:
Format: 6½ x 8½, 6 pp. Language: Navajo
Description: A short story about members of the family eating. 1st level structure and sentences.

Navajo Reading Materials No. 182

Author: Marlene Atcitty, Illus., Caryl McHarney
Title: Mósí́gai
Prepared: Navajo Reading Study
Publisher: Navajo Reading Study
Available: Navajo Reading Study, The University of New Mexico
1805 Roma, N. E., Albuquerque, New Mexico 87106
Date: August 1971 Edition: First Price:
Format: 11 x 8½, 8 pp. Language: Navajo
Description: A short story about a cat who goes to school.
3rd level unstructured sentences, advanced story.

Navajo Reading Materials No. 183

Author: Irene Silentman, Illus., Caryl McHarney
Title: Shiléechąą'í
Prepared: Navajo Reading Study
Publisher: Navajo Reading Study
Available: Navajo Reading Study, The University of New Mexico,
1805 Roma, N. E., Albuquerque, New Mexico 87106
Date: April 1972 Edition: First Price:
Format: 8½ x 7½, 6 pp. Language: Navajo
Description: A short story about the antics of a playful dog.

Navajo Reading Materials No. 184

Author: Irene Silentman, illus., Caryl McHarney.
Title: Jasper
Prepared: Navajo Reading Study
Publisher: Navajo Reading Study
Available: Navajo Reading Study, The University of New Mexico, 1805 Roma, N. E., Albuquerque, New Mexico 87106
Date: March 1972 Edition: First Price:
Format: 5½ x 8½, 6 pp. Language: Navajo
Description: A short story about a boy, Jasper, playing with his basketball in front of his house. Vocabulary list in back plus frequency of words.

Navajo Reading Materials No. 185

Author: Judy Harvey, illus., Caryl McHarney.
Title: Hastóí Táá'
Prepared: Navajo Reading Study
Publisher: Navajo Reading Study
Available: Navajo Reading Study, The University of New Mexico, 1805 Roma, N. E., Albuquerque, New Mexico 87106
Date: March 1972 Edition: First Price:
Format: 8½ x 11, 8 pp. Language: Navajo
Description: A funny story about three men, one blind, one deaf and one crippled. 3rd level narrative story.

Navajo Reading Materials No. 186

Author: Judy Harvey, illus., Caryl McHarney
Title: Hastiin Ch'ahii
Prepared: Navajo Reading Study
Publisher: Navajo Reading Study
Available: Navajo Reading Study, The University of New Mexico, 1805 Roma, N. E., Albuquerque, New Mexico 87106
Date: December 1972 Edition: First Price:
Format: 9 x 12, Language: Navajo
Description: A beginning reader based on different verb endings referring to shapes and objects. 1st level.

Navajo Reading Materials No. 187

Author: Irene Silentman, Illus., Larry King.
Title: Dahdínílghaazh
Prepared: Navajo Reading Study
Publisher: Navajo Reading Study
Available: Navajo Reading Study, The University of New Mexico 1805 Roma, N. E., Albuquerque, New Mexico 87106
Date: December 1972 Edition: First Price:
Format: 12 x 9, Language: Navajo
Description: An adventure story about two little boys fighting over fry bread. 3rd level narrative story.

Navajo Reading Materials No. 188

Author: Benny Hale, based on idea by Marlene Atcitty, Illus., Larry King
Title: Baa'
Prepared: Navajo Reading Study
Publisher: Navajo Reading Study
Available: Navajo Reading Study, The University of New Mexico 1805 Roma, N. E., Albuquerque, New Mexico 87106
Date: December 1972 Edition: First Price:
Format: 9 x 12 Language: Navajo
Description: A simple beginnger story about a girl and her donkey and dog. 2nd level structure and sentences.

Navajo Reading Materials No. 189

Author: Judy Harvey Martin, Illus., Agnes Ortiz & Caryl McHarney
Title: Haalá Wolyé
Prepared: Navajo Reading Study
Publisher: Navajo Reading Study
Available: Navajo Reading Study, The University of New Mexico 1805 Roma, N. E., Albuquerque, New Mexico 87106
Date: December 1972 Edition: First Price:
Format: Language: Navajo
Description: A riddle book. 3rd level instruction.

Navajo Reading Materials No. 190

Author: Judy Harvey, illus., Caryl McHarney

Title: Pábii dóó Másí

Prepared: Navajo Reading Study

Publisher: Navajo Reading Study

Available: Navajo Reading Study, The University of New Mexico, 1805 Roma, N. E., Albuquerque, New Mexico 87106

Date: March 1972 Edition: First Price:

Format: 8½ x 11, 16 pp.

Description: A short story about a cat and a dog playing together with a ball. Vocabulary list at the end and the frequency of the words. 1st level structure and sentences.